

In this briefing sheet, additional detail is given in terms of the **core elements** that need to be considered when assessing a KA2 strategic partnership **final report** with a focus on the **quality of project implementation**.



Elements:

What to consider:

☞ QUALITY OF PROJECT IMPLEMENTATION: the extent to which the action was implemented in line with the approved grant application.

☞ Consider the **actions and activities** that were originally envisaged: for example: hosting meetings and events to share good practice; developing and testing new products or materials, and/or delivering learning, teaching or training to one or more target audiences. Focus attention on **overall activities, outputs and/or outcomes** and comment on how much (or how little) of this was **actually delivered** by the project.

☞ Confirm whether events, activities, outputs and outcomes were delivered according to the agreed project plan.

☞ QUALITY OF PROJECT IMPLEMENTATION: the quality of activities undertaken and their consistency with the project's objectives.

☞ Consider the **methodology or approach** that was adopted with a view to delivering the project and whether this **enabled successful delivery of the project objectives**. Where direct stakeholder/end user participation was targeted, consider whether the approach to securing their involvement was sufficient and **enabled participation targets to be met**. Consider the appropriateness of management and quality assurance processes - including those related to time management, resource attribution and overall cost-effectiveness. Consider the delivery, and usefulness, of transnational partner meetings.

☞ Confirm whether the approach to management, monitoring and quality assurance - including time management and resource attribution - was **sufficient to ensure successful delivery of the project** as well as high quality outputs and outcomes. Confirm whether the delivery of outputs and outcomes was cost-effective.

☞ QUALITY OF PROJECT IMPLEMENTATION: delivery and quality of intellectual outputs.

☞ Consider how **intellectual outputs** (where planned) compare to those originally planned and described. Comment on the **quality of intellectual outputs** and on perceived **innovation** to participating organisations, end beneficiaries, other sectoral stakeholders and the existing market - reflect on the **state-of-the-art** in the targeted field and sector as well as on commitments made in the original application.

☞ Confirm **delivery of the targeted intellectual outputs**, their contribution to achieving overall project objectives, and their potential for continued use with and by the targeted beneficiaries.

☞ QUALITY OF PROJECT IMPLEMENTATION: delivery and quality of learning, teaching and training activities.

☞ Consider how **learning, teaching and training activities** (where planned) compare to those originally envisaged and described. Comment on the **quality and appropriateness** of the targeted learning outcomes to the intended target audiences (end-beneficiaries).

☞ Confirm **delivery of the targeted learning, teaching and training activities** and their relevance to overall project delivery and target audiences. Comment on the appropriateness of **preparation, monitoring and support** - as provided to participants - and on arrangements made for the **recognition and validation** of achieved learning outcomes.

Note: it is important to focus the assessment only on those actions and activities that were proposed for funding, with not all Strategic Partnerships targeting the delivery of “intellectual outputs”, “multiplier events” and/or “learning, teaching and training activities”.

Key Action 2:

Strategic Partnerships

Final Report Assessment

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Field:	Field-specific elements to additionally consider:
Adult Education (AE)	☞ Where “learning, teaching and training activities” were delivered, confirm steps towards the recognition and validation of learning and the extent to which existing European transparency and recognition tools were used: for adult education, the recommended tool is Europass .
Higher Education (HE)	☞ Where “learning, teaching and training activities” were delivered: confirm the alignment of recognition and validation practices with those described in the Erasmus Charter for Higher Education (ECHE) for Key Action 1, and the extent to which existing European transparency and recognition tools were used: for higher education, the recommended tool is ECTS .
School Education (SE)	☞ Where “learning, teaching and training activities” were delivered, to pupils or school staff, confirm that all such activities are integrated into the curriculum with learning outcomes recognised and/or validated within the context of the school and the curriculum; also confirm that appropriate use was made of existing European transparency and recognition tools: for school education, the recommended tool is Europass .
Vocational Education and Training (VET)	☞ Where “learning, teaching and training activities” were delivered: confirm the alignment of learning recognition and validation practices with criteria used in delivering Key Action 1 (Mobility) , and the extent to which existing European transparency and recognition tools were used: for VET, the recommended tools are ECVET and Europass .

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